

NCL Apprentice – A big Trump or as sweet as Sugar?



Amelia Reeves

Enterprise Adviser

Newcastle University

amelia.reeves@newcastle.ac.uk



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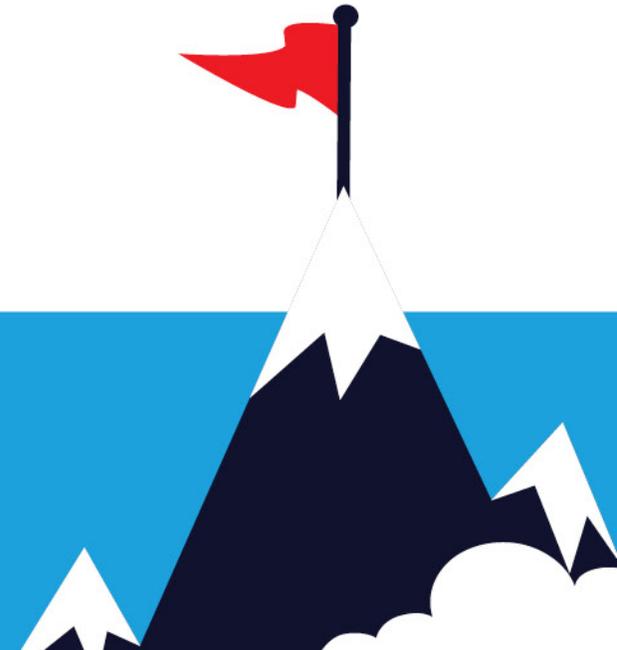
Session Format

1. Entre-tainment – Positives / Negatives
2. Group thoughts
3. History of NCL Apprentice at Newcastle University
4. Branding and positioning of the competition over time
5. Group discussion
6. Changes for 2018/19 + Outcomes
7. Group examples
8. Key Conclusions



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Entre-tainment – the Positives

Entre-tainment: “televisual media that stage and perform entrepreneurship for entertainment purposes.”

The Apprentice, Dragons Den

1. Those who watch entre-tainment believe they gain pedagogic value and through this have a more positive perception of entrepreneurial careers.
2. If individuals perceive entre-tainment programmes to be socially legitimate, they will be more predisposed to launching a business.
3. The greater the social legitimacy attached to ‘entre-tainment’, the stronger the influence of perceived skill development on entrepreneurial intention.

Swail, J., Down, S. and Kautonen, T. (2013). Examining the effect of ‘entre-tainment’ as a cultural influence on entrepreneurial intentions. *International Small Business Journal: Researching Entrepreneurship*, 32(8), pp.859-875.



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Entre-tainment – The Negatives

1. “shows portray entrepreneurs in a caricature way” (Centre for Entrepreneurs, 2013)
2. Questionable promotion tactics – candidate’s most outrageous quotes to advertise the show. (Michaela Wain/Jeff Wan, 2017)
3. Dragons Den set up to bring about cringe-worthy moments to aid viewer entertainment and highly selective business activity depicted (Swail et al.,2013)
4. Polarising Winners and Losers – not reality (Swail et al., 2013)



In business I'm like a bulldog. If you mess with me I do have lockjaw.



I'm going to throw people under the bus. I'm going to throw people over the bus. I'm going to get on the bus, take the wheel and get that investment from Lord Sugar.



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Entre-tainment interventions to attract student participation...

Benefits

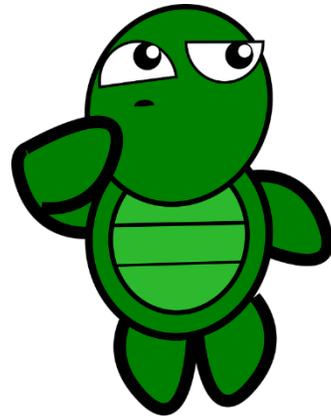
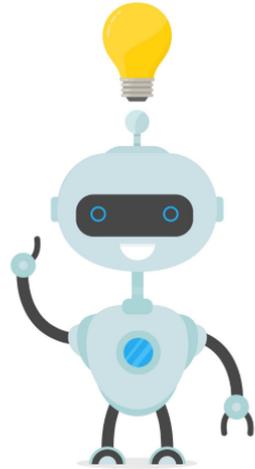
- They know what it is - 23/100 most famous contemporary TV programme (**YouGov, 18/19**).
- 43% positive opinion of the Apprentice expressed by millennials “Entertaining / Addictive / Humorous / Easy to Follow / Interesting”
- Allows a competitive format that they are somewhat familiar with ahead of time.
- Goes some-way to support promotional tactics.

Risks

- Excludes students who would be put off by their awareness of what national Entre-tainment typical candidates are like.
- Potentially tricky to attract students from non-business backgrounds, who associate entre-tainment with business people.



What thoughts / visualisations spring to mind if you saw a competition advertised called 'NCL Apprentice'?



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What did the students think?

Vast majority of participants were **encouraged** to apply by the name. Felt they had a stronger understanding of what might happen within the competition, compared to other university extra-curricular opportunities.

A few admitted the name made them more **apprehensive** due to the typical Apprentice candidates / judging style of the show.

Approximately two thirds of the students **did not care** about the cash prize and took part for the skills development.

After taking part:

“The Apprentice [the TV show] is much more business end oriented. This was better for a mixed group of students.”

“Advertise more that you don’t need any experience in business as I was most worried about not having the knowledge to participate effectively as I don’t study business or have any knowledge in it.”



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History of NCL Apprentice 2014 – now.



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Apprentice Competition Timeline



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2014 / 15 Branding



rise up stand out from the crowd and achieve yourself!

3 tasks
2 winners
£500 prize

Apply by 19th February

Task 1
19th February

Task 2
26th February

Task 3
5th March

Are You Up to the Challenge?
NU Apprentice 2014

Apply Now: www.ncl.ac.uk/careers/NUapprentice2014

Newcastle University | ncl+ | Careers Service where opportunities begin | ALDI



“Achieve. Experience. Excel.”



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2015 / 16 Branding

rise up

Win a share of **£500**

November 11: **Pitch** | November 18: **Selling**
November 25: **Business Creation**

Apply by: 4th November 2015
www.ncl.ac.uk/careers/NCLApprentice



“hands-on, high energy competition where you can **develop and enhance your skills** and confidence in real **business scenarios**”

“compete in a number of **business related challenges**”

“You don’t have to have a business background to take part”



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2016 / 17 Branding



The graphic features a central illustration of a person's hands typing on a laptop, with various business-related icons around it: a paper airplane, a level, a hand writing on a document, a smartphone with a pie chart, a hand writing on a notepad, a lightning bolt, a speech bubble, and a location pin. The Newcastle University logo is in the top right, and the 'rise up' logo is in the bottom left. The text 'NCL Apprenticeship' is prominently displayed in the center, with 'Chance to win a share of £1000!' written below it.

Newcastle University

NCL Apprenticeship

Chance to win a share of £1000!

rise up

ncl

The competition is a great way for you to:

- add to your degree
- **develop skills** for **starting a business and/or working freelance**
- work alongside a real **Start-up business**
- get an insight into the world of a **Start-up business**
- see if you've got what it takes to be an **entrepreneur** and to **work in a Start-up**
- **enhance your employability skills** taking on **real business challenges**



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Diagnostic Discussion

As a small group, discuss the language and images you use to promote opportunities to students.

Consider:

Are there common themes?

What works well / what hasn't worked well?

How do you avoid using Enterprise and Entrepreneurship?

What attracts students but also has risks attached to the messaging?

Prepare to share with the room.



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2017 / 18 – Under Review



Issues:

1. Strategically misaligned being led by START UP when businesses were not being created.
2. Intended outcome of enhancing entrepreneurial intent and action was not evidenced.
3. Skill development was clear but not tracked in evaluation.
4. Employability enhanced e.g. Winning National Apprenticeship 16/17, but not linked to intended outcomes.



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2018 / 19



Relaunch

Enterprise Education side of the team, with key focus on enterprise skills development.

Intended outcomes:

1. Enhance a wide range of enterprise competencies and transferable skills.
2. Knowledge exchange from a wide variety of disciplines through careful promotional push steered away from business language.
3. Begin to stimulate an enterprising mind-set.
4. Enhance confidence in proactively solving problems and generating ideas.



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2018 / 19 Branding

NCL APPRENTICE 2019

Wednesday afternoons on 27 February, 6 March
and 13 March

Do you want to be in with the chance of winning a share of £300?
Are you looking to improve your skills and enhance your CV?

Join the NCL Apprentice competition and get ready
to compete as part of a team on real life problems.
Tasks are fast paced, high energy and good fun.

www.ncl.ac.uk/careers/nclapprentice

Deadline for applications is
20 February.



This is a hands-on, high energy competition where you'll compete in teams on various tasks and **respond to real business problems**. You'll get the chance to **develop a wide range of skills and gain invaluable experience to embellish your CV** – all whilst engaging with **fun, competitive activities**. **Don't expect the judges to be as serious as on The Apprentice though – they're a friendly diverse bunch from a wide range of backgrounds, offering an additional opportunity to network!**

You DO NOT need a business background, a business idea or a team to take part. Students from all degree subjects and stages are encouraged to apply.



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Task 1 – Design a PR response to a brand crisis



Intended skill development:

- Creativity
- Idea Generation
- Strategic Thinking
- Persuasiveness
 - Pitching
 - Teamwork



Task 2 – Student Voice Photo Deck



- Intended skill development:
- Opportunity identification
 - Creativity and Idea Generation
 - Mobilising others and resources
 - Planning and management
 - Teamwork



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Task 3 (Final) – IBM Strategy



Design a strategy to help IBM reach new markets within the Health and Social Care Sector.

Intended skill development:

- Spotting Opportunities
- Generating and evaluating ideas
- Strategic thinking
- Commercial Acumen
 - Pitching
 - Teamwork



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Outcomes 2018/19

- Pre and post competition enterprise skills audit looked for skill progression in: **opportunity identification, market discovery, idea generation and development, persuasiveness, marketing, strategic thinking, resilience, commercial acumen, pitching, time management, team work and leadership.**
- Students knocked out in the first round on average moved -0.2 against each, in second round +0.6 and in final +1.
- Enhanced numbers and variety of students led to cross stage / discipline / nationality / gender teams enabling peer to peer learning. **“It was enriching working together with people from different backgrounds and courses.”**
- 94% recommendation rate (6% who wouldn't recommend all knocked out in first round).
- 1 x business co-founder skills match.
- 1 x new START UP client due to enhanced self-confidence.



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Student Feedback...

“Many thanks for the very smooth organization and amazing tasks! It was really interesting to take part and **great self-development!** I would definitely recommend this event for everyone!”

“The best part of NCL Apprentice was the networking opportunities as well as the experience it provided which also offered the opportunity of **transferable skills for the future**, not to mention it being a useful highlight for adding to a CV!”

“I loved everything about NCL Apprentice, it's been a great experience and I'm thankful to the uni for offering such an experience to all students. Meeting new people and **seeing how different people can work together** in a short space of time has been fabulous.”

“I liked...doing something different and exciting for the day and using my creativity and imagination in a new fun and comprehensive way. It definitely **improved my self-confidence**”



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Group Discussion

Are there other examples from your own institutions that you can share to highlight how repositioning an intervention can lead to more successful outputs?

Consider:

- Change of intended outcomes
- Change of branding / marketing messages / promotional tools
- Change of feedback and evaluation measures

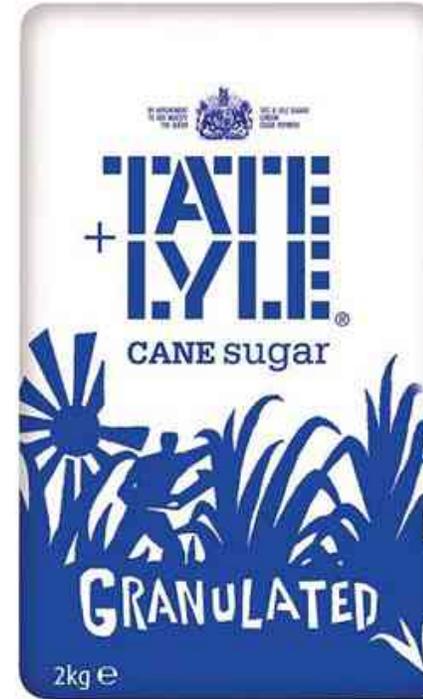


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Key Conclusions

1. Important to align strategic outcomes to core activities
2. It can work to ride on 'entre-tainment' fame, if you are careful with your promotional tactics
3. Focus should be given to promotional language and imagery to attract different student cohorts
4. There is still some distance to go to ensure that this style of intervention is inclusive to less confident students.



(Not the Alan kind)



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